Lesson Plan

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Pre-K Class

Waste Water Energy

Water Lesson-Waste or Save?

**Objectives**

1. Students will identify ways that water is wasted and conserved.
2. Students will sort pictures and classify them into two categories.

**Materials Needed**

Water by Frank Asch

Waste or Save? Sorting game cards

Waste or Save? Sorting Mats

Scissors

Markers

Tape

Water Song on chart paper

**Introduction**

Readaloud **Water** by Frank Asch. Help students understand that water is a precious resource that needs to be protected and conserved.

**Procedure**

1. Teach students this water son to the tune of “The Itsy Bitsy Spider” and have them sing it out loud together.

**There’s water all around us**

**In oceans, lakes and streams.**

**We want it to be healthy,**

**So let’s keep it clean!**

**Water all around us-**

**It helps us grow and live.**

**If we all try not to waste it**

**We’ll have some left to give!**

1. Explain that the song is about keeping water sources healthy by keeping them clean. Ask students, “What are some ways that water in our oceans, lakes and streams gets dirty?” “What can WE do to keep them clean?”
2. Point out that the song is also about trying not to waste water. Ask, “what are some ways that people waste water?’ “What are some ways that you can help save water?”

**Activity**

Students will play the **Waste or Save?** Game as aclass activity. Students will be shown a card, and asked if it is saving or wasting water. Then student will place it in the correct column on the sorting mat.

**Extension**

1. Students can play the **Waste or Save?** Game with a partner. (using cards and sorting mats)
2. Students will draw a picture in their journal of how they can save water.

**Source**

www.lakeshoreleaning.com/general\_content/lesson.../waterLesson.jsp

**Danielson’s Framework**

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| 1. **Instruction** | **3b Using Questioning and Discussion** |
| **3c Engaging Students in Learning** |
| **3d Using Assessment in Instruction** |

**Common Core Standards**

**Earth and Space**

1. Observes and describes characteristics of earth and space.

f) Demonstrates ways that each person is responsible for protecting our planet

**Motivation**

1. Demonstrate that they are motivated to communicate

C) Listens attentively for a variety of purposes (e.g. to gain information)

**Range of Reading and Level of Text Complexity (Informational Text)**

1. With prompting and support, actively engage in group reading activities with purpose and understanding

**Blooms Taxonomy**

Comprehension –grasping the meaning of information